

# PEARSON ELECTROTECHNOLOGY CENTRE

## Minutes of the Meeting

### Governing Board Meeting of March 23, 2023

|                  |                  |  |
|------------------|------------------|--|
| <b>Present :</b> | Demi Galanomatis | Assistant Centre Director                  |
|                  | Ken Elliott      | Community Representative                   |
|                  | Joan Bernard     | Support Staff Representative               |
|                  | Svet Rusev       | Teacher Representative (Computing Support) |
|                  | Geoffrey Alleyne | Teacher Representative (Telecom)           |
|                  | Kiarash Nakhost  | Teacher Representative (IDD)               |
|                  | Serge Frechette  | Teacher Representative (Electricity)       |
|                  | Raphael Tana     | Industry Representative                    |
|                  | Jennifer Allen   | Student Representative (Telecom)           |
|                  | Joanne Aubry     | Pedagogical Consultant                     |
|                  | Adam Hoppenheim  | Industry Representative                    |

|                |                     |                              |
|----------------|---------------------|------------------------------|
| <b>Absent:</b> | Marilyn Aon         | Centre Director              |
|                | Ursala Diaz Revilla | Student Representative (IDD) |

1. The meeting was called to order at 11:30 am. The meeting took place via Zoom.
2. **ADDITIONS & ADOPTION TO THE AGENDA**  
**Additions**  
Adam Hoppenheim suggests that we change the time of the meeting as it is not always easy to attend mid-day when they are working. Serge Frechette moves to approve the Agenda and Raphael Tana seconds the motion. Approved.
3. **APPROVAL OF MINUTES OF January 24, 2023**  
Joanne Aubry moves to approve the minutes, seconded by Svet Rusev.
4. **BUSINESS ARISING**  
**4.1 MEASURE 44**  
We have currently been using these funds for the IDD department for support for teachers. There has been a request from Computing Support department. We have hired former students who have taken the program. These funds are for teacher support for students with special needs.
5. **NEW BUSINESS**  
**5.1 2023-2024 GOVERNING BOARD COMPOSITION**  
Presented to Governing Board. Reviewed and discussed. Approved unanimously.  
**5.2 EDUCATIONAL PROJECT**  
Presented to Governing Board. Serge Frechette moves to approve the project, seconded by Svet Rusev. Approved unanimously.

## **6. REPORTS**

### **6.1 DIRECTOR'S REPORT**

No report, covered in New Business

### **6.2 TEACHER'S REPORT**

Svet – Computing Support will have a new program of study. The program could be hybrid with strong criteria.

Geoffrey – There was an orientation for the new group starting in April.

Serge – The department will be attending a field trip at the Palais des congress, MCEE, it is an industrial exposition. The department is also preparing for the Olympiads.

Kiarash – Spector which is a graphic design company are redesigning their company. They are taking our students to work on this project as part of their module.

### **6.3 STUDENT'S REPORT**

Jennifer – A stop sign or sidewalk is needed on Victoria Avenue and 50<sup>th</sup> avenue. Jennifer has called the city to out the procedures. She has submitted the case number to the Governing Board and ask that the Centre get involved by calling the city.

### **6.4 NON-TEACHING STAFF**

Joanne Aubry – submitted report

Joan Bernard – no report

## **7 FIELD TRIPS & STAGE REPORTS**

No report

## **8 VARIA**

None

## **9 NEXT MEETINGS**

The next meeting will be scheduled when there is a need.

## **10 ADJOURNMENTS**

Serge Frechette moves to adjourn the meeting, motion seconded by Joanne Aubry. Approved.

Respectfully submitted by Joan Bernard.

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Ken Elliott, Chairperson

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Marilyn Aon, Centre Director

Date



Lester B. Pearson School Board  
Commission scolaire Lester-B.-Pearson  
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The following is a resolution adopted by the Executive Committee of the Lester B. Pearson School Board at its virtual regular meeting held on February 20, 2023.

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**Resolution number E-2023-02-#02**

***Governing Board Composition 2023-2024 - Consultation Launch***

WHEREAS, in accordance with sections 43 and 103 of the Education Act, the School Board shall determine the number of parents and staff representatives on the Governing Board of each school and centre after consulting with each group concerned:

WHEREFORE IT WAS MOVED BY Commissioner M. Boyer AND UNANIMOUSLY RESOLVED:

THAT the consultation on the number of parents and staff representatives on the Governing Board of each school and centre of the Lester B. Pearson School Board be launched during the week of February 20, 2023, with responses to be returned to the Secretariat no later than April 13, 2023; and

THAT the Governing Board Composition 2023-2024 of each school and centre be submitted for adoption at the regular meeting of the Executive Committee of April 17, 2023.

*I certify that this document is an extract from the Minutes of the Lester B. Pearson School Board Executive Committee's meeting held on February 20, 2023; this text is subject to ratification by approval of the Minutes of said meeting at the next meeting of the Executive Committee to be held on March 20, 2023.*

This 21<sup>st</sup> day of February 2023.

Me Geneviève Dugré, Secretary General

## Governing Board Composition 2023-2024 Consultation

For your reference, please find below the grid indicating the current number of Governing Board members for each school or centre for the 2022-2023 school year.

**The deadline for the consultation on the composition of schools and centres GBs for 2023-2024 is April 13, 2023.**

A resolution confirming the composition of the School Board's Governing Boards will be adopted at the Executive Committee meeting of April 17, 2023.

Should you have any question, please do not hesitate to contact the Secretary General, Geneviève Dugré, at 514-422-3000, extension 30301.

### 2022-2023 GB Composition for Reference

| Elementary School  | Governing Board<br>Total Members<br>(Max. 20) | Parents<br>Members<br>(Min. 4) | Staff Members<br>(Equal to total number of seats for parents) |   |                     |         | Community<br>Members<br>(2) |
|--------------------|---|--------------------------------|---|---|---------------------|---------|-----------------------------|
|                    |   |                                | Teachers<br>(Min. 2)  | Non-Teaching<br>Professionals<br>(Max. 1) | Support<br>(Max. 1) | Daycare |                             |
| Allion             | 14  | 6                              | Total 5   |   |                     | 1       | 2                           |
| Beacon Hill        | 14  | 6                              | Total 5   |   |                     | 1       | 2                           |
| Beechwood          | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| Birchwood          | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| Children's World   | 18  | 8                              | Total 7   |   |                     | 1       | 2                           |
| Christmas Park     | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| Clearpoint         | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| Dorset             | 14  | 6                              | Total 5   |   |                     | 1       | 2                           |
| Dorval             | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| Edgewater          | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| Evergreen          | 14  | 6                              | Total 5   |   |                     | 1       | 2                           |
| Forest Hill Junior | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| Forest Hill Senior | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| Kingsdale          | 18  | 8                              | Total 7   |   |                     | 1       | 2                           |
| LaSalle Jr         | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| LaSalle Sr         | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| Margaret Manson    | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| Maple Grove        | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| Mt Pleasant        | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| Pierre E. Trudeau  | 14  | 6                              | Total 5   |   |                     | 1       | 2                           |
| Riverview          | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| St. Anthony        | 18  | 8                              | Total 7   |   |                     | 1       | 2                           |
| St. Charles        | 16  | 7                              | Total 6   |   |                     | 1       | 2                           |
| St. Edmund         | 18  | 8                              | Total 7   |   |                     | 1       | 2                           |
| St. John Fisher Jr | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| St. John Fisher Sr | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| St. Patrick        | 14  | 6                              | Total 5   |   |                     | 1       | 2                           |
| Sherbrooke Jr      | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |
| Sherbrooke Sr      | 12  | 5                              | Total 4   |   |                     | 1       | 2                           |

|                 |    |   |         |   |   |
|-----------------|----|---|---------|---|---|
| Soulanges       | 5* | 2 | Total 2 | 1 | 1 |
| Springdale      | 12 | 5 | Total 4 | 1 | 2 |
| Sunshine        | 14 | 6 | Total 5 | 1 | 2 |
| Terry Fox       | 18 | 8 | Total 7 | 1 | 2 |
| Verdun          | 12 | 5 | Total 4 | 1 | 2 |
| Westpark        | 20 | 9 | Total 8 | 1 | 2 |
| Wilder Penfield | 16 | 7 | Total 6 | 1 | 2 |

\*In accordance with the school population (*section 44 of the Education Act*)

| High School           | Governing Board Total Members (Max. 20) | Parents Members (Min. 4) | Staff Members (Equal to total number of seats for parents) |                            |         | Students (2) | Community Members (2) |
|-----------------------|---|--------------------------|--|----------------------------|---------|--------------|-----------------------|
|                       |   |                          | Teachers (Min. 2)  | Non-Teaching Professionals | Support |              |                       |
| Beaconsfield          | 20                                      | 8                        | Total 8  |                            |         | 2            | 2                     |
| Beurling              | 16                                      | 6                        | Total 6  |                            |         | 2            | 2                     |
| Horizon               | 12                                      | 4                        | Total 4  |                            |         | 2            | 2                     |
| John Rennie           | 20                                      | 8                        | Total 8  |                            |         | 2            | 2                     |
| Lakeside              | 16                                      | 6                        | Total 6  |                            |         | 2            | 2                     |
| LaSalle C.C.          | 20                                      | 8                        | Total 8  |                            |         | 2            | 2                     |
| Macdonald             | 20                                      | 8                        | Total 8  |                            |         | 2            | 2                     |
| Pierrefonds Community | 20                                      | 8                        | Total 8  |                            |         | 2            | 2                     |
| Saint Thomas          | 20                                      | 8                        | Total 8  |                            |         | 2            | 2                     |
| Westwood Jr           | 10                                      | 4                        | Total 4  |                            |         | N/A          | 2                     |
| Westwood Sr           | 14                                      | 5                        | Total 5  |                            |         | 2            | 2                     |

| Centre              | Governing Board Total Members (Max. 20) | Parents Voc. Only (Min. 2) | Staff Members (Min. 4) |                            |         | Students (2) | Socio-economic/Community Representatives (2) | Enterprise/Industry Representatives (2) |
|---------------------|---|----------------------------|------------------------|----------------------------|---------|--------------|--|---|
|                     |   |                            | Teachers (Min. 2)      | Non-Teaching Professionals | Support |              |  |   |
| Gordon Robertson    | 13                                      | 2                          | Total 5                |                            |         | 2            | 2  | 2                                       |
| PACC Adult          | 10                                      | n/a                        | Total 4                |                            |         | 2            | 2  | 2                                       |
| PACC Voc            | 14                                      | 2                          | Total 6                |                            |         | 2            | 2  | 2                                       |
| PEC                 | 16                                      | 2                          | Total 6                |                            |         | 4            | 2  | 2                                       |
| Place Cartier Adult | 16                                      | n/a                        | Total 8                |                            |         | 3            | 3  | 2                                       |
| Place Cartier Voc   | 12                                      | 2                          | Total 4                |                            |         | 2            | 2  | 2                                       |
| VACC                | 16                                      | 2                          | Total 6                |                            |         | 4            | 2  | 2                                       |
| WICC                | 14                                      | 2                          | Total 5                |                            |         | 3            | 2  | 2                                       |

## **Education Act**

42. A governing board shall be established for each school.

*The governing board, which shall have not more than 20 members, shall include the following persons:*

- (1) at least four parents of students attending the school who are not members of the school staff, elected by their peers;*
- (2) at least four members of the school staff, including at least two teachers and, if the persons concerned so decide, at least one non-teaching staff member and at least one support staff member, elected by their peers;*
- (3) in the case of a school providing education to students in the second cycle of the secondary level, two students in that cycle elected by the students enrolled at the secondary level or, as the case may be, appointed by the students' committee or the association representing those students;*
- (4) in the case of a school where childcare is organized for children at the preschool and elementary school level, a member of the staff assigned to childcare, elected by his or her peers;*
- (5) two representatives of the community who are not members of the school staff, appointed by the members elected under subparagraphs 1 to 4.*

*The community representatives on the governing board are not entitled to vote.*

43. The school board shall determine the number of parents' representatives and staff representatives on the governing board after consulting with each group concerned.

*The total number of seats for staff representatives referred to in subparagraphs 2 and 4 of the second paragraph of section 42 must be equal to the number of seats for parents' representatives.*

102. A governing board shall be established for each centre.

*The governing board, which shall have not more than 20 members, shall include the following persons, who shall become members of the board upon their appointment or election:*

- (1) students attending the centre, elected by their peers according to the procedure determined by the principal after consulting with the students or the students' association, if any;*
- (2) at least four members of the staff of the centre, including at least two teachers and, if the persons concerned so decide, at least one non-teaching professional staff member and at least one support staff member, elected by their peers according to the procedure set out in their respective collective agreements or, failing that, according to the procedure determined by the principal after consulting with the persons concerned;*
- (3) at least two persons appointed by the school board after consulting with the socio-economic and community groups in the territory principally served by the centre;*
- (4) in the case of a vocational training centre, at least two parents of students attending the centre who are not members of the staff of the centre, elected by their peers according to the procedure determined by the principal;*

*(5) at least two persons appointed by the school board from within enterprises of the region which, in the case of a vocational training centre, operate in economic sectors corresponding to the vocational education programs offered by the centre.*

*The term of office of members of the governing board is two years.*

*The members of the governing board shall remain in office until they are reelected, reappointed or replaced.*

*A vacancy resulting from the departure or disqualification of any other member of the governing board is filled, for the unexpired portion of the term, according to the mode of appointment prescribed for the member to be replaced.*

*103. The school board shall determine the number of representatives of each group on the governing board after consulting with each group.*

*The total number of seats for staff representatives must not exceed the total number of seats for representatives of other groups.*



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## PEARSON ELECTROTECHNOLOGY CENTRE

### Educational Project REPORT

*The Educational Project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results and inform its community in this regard, with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations with regard to education.*

The Lester B. Pearson School Board developed its current Commitment to Success Plan for the five year period from 2015-20. That initial plan was revised in the spring of 2018 so as to align with the Ministère de l'Éducation et de l'Enseignement supérieur's new strategic plan. At the same time, the implementation period for the plan was extended to 2022. The LBPSB's revised plan was approved by the Ministère de l'Éducation et de l'Enseignement supérieur in the fall of 2018. To be aligned with this plan, **Pearson Electrotechnology Centre** revised our Educational Project which was adopted by the **Pearson Electrotechnology Centre's** Governing Board on March 23, 2023. This revised plan has been in effect since that date.

Although the adult and vocational centres returned to their regular program delivery models in the 2021-2022 school, the COVID-19 pandemic continued to impact attendance, retention, and engagement in our adult and vocational population.

Below is an abbreviated list of Objectives and Orientations established by the MEES Strategic Plan and the **Pearson Electrotechnology Centre's** Educational Project. Where available, I have provided data points for objectives and, where applicable, I have provided anecdotal evidence of our progress.

|   |                                     |
|---|-------------------------------------|
| <b>MEES Objective 3:</b> Raise the 7 Year Cohort Graduation and Qualification Rate  | <b>2021-2022 result: 90%</b>        |
| <b>MEES Orientation:</b> Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022 | <b>2021-2022 result: 90.87 ETPs</b> |

| Objectives and Orientations | Data and/or Anecdotal Report |
|-----------------------------|------------------------------|
|-----------------------------|------------------------------|

|  |  |
|--|--|
| <b>Pearson Electrotechnology Centre Orientation 1:</b> | <b>Please see Educational Project (in green print)</b> |
| <b>Pearson Electrotechnology Centre Orientation 2:</b> |  |
| <b>Pearson Electrotechnology Centre Orientation 3:</b> |  |



Celebration/Célébration



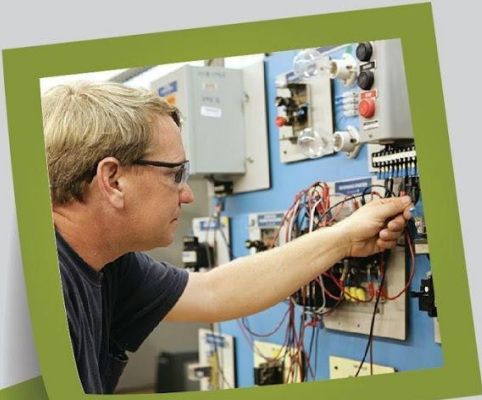
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Pearson Electrotechnology Centre

Educational  
Project:  
Continuing  
Education



## MISSION

Pearson Electrotechnology Centre is committed to:

- 1) Encouraging students to develop their self-discipline; a sense of personal responsibility; as well as a respect for self and others.
- 2) Providing a professional learning environment with the focus on student-centered hands-on learning in order to seamlessly integrate into the workforce.
- 3) Students assuming their roles as responsible, competent, and successful citizens who are capable of working within an ever-changing industry and society.

## VISION

PEC strives to:

- 1) Create a climate in which everyone feels valued, respected and safe.
- 2) Offer training that prepares students to work with a range of industry technologies, with particular emphasis on future forward trends.
- 3) Meet the needs of all learners while still respecting M.E.E.S. requirements and industry expectations.
- 4) Instill professional behaviours essential to employability: reliability, punctuality, following directives to ensure long-term, successful professional growth and evolution/advancement.

## SCHOOL PROFILE

### Centre Profile:

The Pearson Electrotechnology Centre is a professional career centre located in Lachine. From the time we first opened our doors in 2007, we have been building and establishing ourselves as a leader in technical training. We pride ourselves in keeping a close relationship with industry demands and standards to ensure we are preparing our graduates to succeed in a highly demanding technical environment. PEC welcomes students from diverse backgrounds and ages. Some enter programs for initial training from high school, while others are transitioning to new careers. PEC enjoys partnerships with leaders in the telecommunications and I.T. fields. PEC is also an authorized centre for evaluating the recognition of acquired competencies.

PEC has also endeavored to expand our program offerings with the recent addition of Private Security Guarding, and the Interior Decorating and Visual Display program.

Since the centre first opened its doors in 2007; recent renovations and refurbishments to the building's interior and exterior impart a modern, technical/professional learning environment to the centre.

In the past few years, PEC has worked diligently to enlist renowned local and global businesses as industry partners for our students' internships and job placements. We are proud to include such names as CN, MUHC, Amazon, Telus, Broadnet, Root Data, and Rogers.

The PEC student body consists of ninety-two percent (80%) males versus eight percent (20%) females.

Program offerings:

| <b>DVS - 1800 hours - 16 months</b>                     | <b>STC - 390 hours</b>                    |
|---|---|
| Electricity   | Daycare Educator - 16 months              |
| Installation and Repair of Telecommunications Equipment | Private Security Guarding - 4 to 5 months |
| Computer Support (and Networking)                       |   |
| Interior Decorating and Visual Display                  |   |

All programs, certificates and attestations are sanctioned by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche. DVS programs lead to a Diploma of Vocational Studies while STC courses lead to a Skills Training Certificate.

The Electricity program prepares students to practice the trade of electrician. Successful candidates will be able to install electrical systems in the residential, commercial, institutional, industrial and public work sectors, as well as maintain building electrical systems in the manufacturing, institutional and industrial sectors.

The Installation and Repair of Telecommunications Equipment program prepares students to install and repair communications equipment and electronic components, as well as maintain and repair electronic and precision equipment. They are trained to work in diverse fields such as, RF, wireless technologies, Cable distribution, fibre optics, interactive multimedia, VOIP, telephony, satellite technology, security/intercom systems. Some of our internship and industry partners are Bell, Rogers, Telus, and Videotron, for example.

The Computing Support (and Networking) program is designed to ready candidates for a career in the field of Information Technology. Graduates work as computer support specialists, network support specialists, and network administrators. Graduates acquire specific knowledge in Cisco networking, Comptia A+, Linux+ and Network+ upon completion of the program, as well as Microsoft Technology Associate (MTA), server and virtualization technologies.

The Interior Decorating and Visual Display program prepares candidates to work in two creative fields – interior decorating and visual display. Candidates train on the latest cutting-edge software and learn the ins and outs of interior decorating. Throughout their training candidates work on their portfolio to be able to enter the work force seamlessly. They find work in home and office decorating, kitchen design, home staging, visual merchandising, event planning, exhibit booth design, and mannequin and commercial displays.

| <p style="text-align: center;"><b>Broad Area of Intervention 1</b><br/><b>Everyone achieving their full potential</b></p>   |  |  |  |   |   |
|---|--|--|--|---|---|
| <p style="text-align: center;"><b>Orientation:</b><br/>1.1 Improve graduation and qualification rates<br/>1.2 Improve student retention rates<br/>1.3 Improve the delivery of programs of study (s)</p>                                       |  |  |  |   |   |
| LBPSB<br>COMMITMENT TO<br>SUCCESS   | CENTRE<br>OBJECTIVE  | STRATEGIES   | INDICATORS   | TARGET  | Data /anecdotal report  |
| <p><b>Improving Achievement:</b><br/>Reduce the gap in success rates between various groups of students.</p> <p><b>Improving Achievement:</b><br/>Reduce the gap in success rates between students in advantaged and disadvantaged areas.</p> | 1.1 To increase the percentage of students who graduate, in particular male students under 20 who graduate and acquire qualification | 1.1 The 6-hour Compulsory Study/Life skills training has been replaced the <u><b>Winning Attitudes Program developed by Melanie Thompson</b></u> rather than the Life Skills originally proposed. This program will be delivered over the course of a year, totalling 30-hours. The objective is to increase students' self-capacity, improve attitudinal skills, increase perseverance with their studies thereby improving overall employability skills for the job market. Project will be piloted with the Telecom 200830 Cohort | 1.1 Each Telecom cohort starting in 2020 will receive Compulsory study skills training prior to starting the program of study  | 1.1 To decrease from baseline 72% to 80% by 2022  | 1.1 Due to the onset of the covid pandemic The Winning Attitudes program was not adopted. Due to the nature of our programs the industry demand for our graduates has been so high that we did not feel it was in our student's best interest to add a 30 hour program on improving your employability skills.  |
|   | 1.2 To increase the number of students who complete their program of study within the prescribed time                                | 1.2 Diffusing of the Students characteristics intake survey in Module 1 (or during Compulsory Study/Life skills training) to be shared with all teaching personnel, in order to have timely and accurate knowledge of the student profile (Google forms and Google team drive)   | 1.2 2019-20 to establish baseline (from centre's TOS)<br>1.2 Use data collected from survey to inform the teaching staff and admin. which efforts have a positive net effect | 1.2 Increase by 72% to 80% by 2022- 5% per year the number of students who complete the program within the prescribed time for each program   | 1.2 The online student characteristic intake survey ( now renamed the get to know you survey) is being administered during the interview/orientation process. It allows us to better prepare the student success plan as compared to administering it on the first day of school. Students with IEP are immediately flagged and met with PRIOR to starting the program. |
|   | 1.3 To Harmonize and align the curriculum for each Program of Study (POS)  | 1.3 Baseline - Having a complete bank of Course outlines; modular plans, 3-labs/case studies/assignments and evaluations - 2 minimum (for Code 1 and Code 8)<br>Engage teachers in collaborating to use appropriate data, to monitor student progress.   | 1.3 Complete collection of course outlines ( Team drives) and evaluations ( stored with admin) for all competencies and all programs by June 2019                            | 1.3 To ensure program harmonization and curriculum alignment EACH course outline and respective evaluation(s) have been vetted by Ped. Consultant, teaching staff and approved by administration and is available in timely fashion for consultation. |   |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  |   |   |  | 1.3 The electricity program has standardized its course outlines and summative evaluations.  |
| <b>Broad Area of Intervention 2</b><br><b>An inclusive environment for development, learning and success</b>   |  |   |   |  |  |
| <b>Orientation:</b><br>2.1 Promote a climate/culture of belonging and community in the centre<br>2.2 Promote a healthy and active lifestyle<br>2.3 Promotion of special projects |  |   |   |  |  |
| <b>LBPSB COMMITMENT TO SUCCESS</b>   | <b>CENTRE OBJECTIVE</b>  | <b>STRATEGIES</b>   | <b>INDICATORS</b>   | <b>TARGET</b>  | <b>Data /anecdotal report</b>  |
| LBPSB identified wellness as a principle strategic orientation in 2016. Confirmed and validated in the spring 2018 consultation.   | 2.1 To empower the students by giving them a voice   | 2.1 Encouraging student participation in GB<br>2.1 Diffusing student exit surveys (admin.); end of module feedback surveys (teachers) -electronically for collating data  | 2.1 To increase student representation from two Computing Support (CS) students on GB to have student representation from all three programs of study<br>2.1 Use student survey results to better inform the teaching staff and administration. | 2.1 To have one rep. from each program of study participate in GB<br><br>2.1 90% of forms are completed by the attending number students, per cohort | 2.1 We have gone from zero student reps to two reps ( telecom and IDD)<br><br>100% of student survey forms are completed during the interview/orientation session. |
|  | 2.2 To increase the opportunities for extracurricular and social activities                      | 2.2 Increased teacher and student participation in extracurricular or social events: Annual BBQs and corn roast; after school Ping-pong club); to add another activity by providing access to soccer balls, footballs for use in the municipal park | 2.2 Students regularly sign out the provided sporting materials from the centre's store   | 2.2 Three requests by students per week to sign out the sporting materials   | 2.2 the covid pandemic put a halt on our ability to increase opportunities for extra curricular and social activities. We have reinstated the ping pong club.      |
|  | 2.3 To increase the number of teacher led activities that promote a healthy and active lifestyle | 2.3 Add one teacher led activity during Adult Learners' Week (e.g. Serve ice cream cones to students on a Friday)   | 2.3 To add one activity per year for Adult Learners' Week, starting April 2020  | 2.3 Each dept. would animate one activity for their students during Adult Learners' Week   | 2.3 the covid pandemic put a halt on our Adult Learners week activities  |



|   | 2.3 Using IT to increase access for all types of learners                      | 2.3 Major IT project from grant monies received from Virage Numerique Funds<br>2.3 Formation and launch of the PEC TECH committee   | 2.3 Teachers cooperatively learning from each other and supporting one another as they implement various pedagogical IT techniques   | 2.3 Teachers adopting and trying out new techniques on a regular basis<br>2.3 Teachers showing and learning from one another during ped days and meetings                          | 2.3 Covid pandemic forced teaching staff to deliver their classes online. Thanks to our ped consultant teachers received training on Google Meet and Google classrooms were built and housed all pedagogical material. |
|---|--|---|--|--|--|
| <b>Broad Area of Intervention 3</b><br><b>Mobilization of partners and stakeholders in support of educational success</b> |  |   |  |  |  |
| Orientation: Increase the quantity and calibre of industry partnerships   |  |   |  |  |  |
| LBPSB COMMITMENT TO SUCCESS   | CENTRE OBJECTIVE   | STRATEGIES  | INDICATORS   | TARGET   | Data /anecdotal report   |
| <b>Strengthening Engagement</b>   | 3.1 For internship purposes leading to employment                              | 3.1 Teachers responsible for the internship modules have the added mandate of enlisting and mobilizing stage partners (union contacts - Electricity) for the benefit of the students.<br>3.1 Teachers prepare a post stage summary review for each cohort<br>3.1 Invite industry to PEC for networking. | 3.1 To add 1 to 2 new stage partners per year for each program of study offered at PEC<br><br>3.1 Stage summary review is made available for department review and presented to PEC's GB | 3.1 To increase 1 industry sponsor per year per program of study until the year 2022<br><br>3.1 Used as a form of 360° evaluation and feedback to improve program quality delivery | 3.1 Pec increased the number of stage partners in both CS and Telecom program. Stage report results are presented at GB.   |
|   | 3.2 For exchange of leading and progressive technical expertise/training       | 3.2 Increase the number of info/training sessions, offered to either teachers and/or students as related to the latest industry trends  | 3.2 Teacher and/or students receive training on latest technology according their program of study   | 3.2 To increase by one training session per program each year until the year 2022  | 3.2 Covid restrictions did not allow teachers and students to attend training workshops.   |
|   | 3.3 For student field trips  | 3.3 All teachers reach out to their industry contacts for field trip opportunities.   | 3.3 Increase the number and types of host companies for field trips  | 3.3 To increase the number of contacts by one per program per year until the year 2022   | 3.3 Covid restrictions did not allow teachers and students to participate in field trips.  |
|   | 3.4 To increase the students' basic work level in French leading to employment | 3.4 Provide students the online resources for French technical terminologies as related to their POS  | 3.4 Add specific evaluation criteria on the supervisor's feedback form to assess the intern's basic working level of French  | 3.4 5% increase in stage partner satisfaction<br>3.4 All students in all programs of study present bilingual CV and  | 3.4 All of our CS, TEL and IDD students have been offered employment possibilities. We have increased our stage  |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | thereby ensuring training offered meets regional or provincial labour market needs. | 3.4 Students prepare CVs and cover letters BOTH in English and French<br>3.4 To have a portion of the lesson in French (e.g. instruction and student response; debrief sessions; daily class agenda,, etc.) | 3.4 Using internship/stage feedback forms from industry for data collection | cover letters during stage interviews<br>3.4 Increase by 5% the number of students who are able to answer questions in French | partners by 5% for both Telecom and CS. Due to the increased numbers of stage partners and job opportunities we will be holding our second annual job fair in the month of April this year. Students in the CS program prepare their CV in both French and English. |
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\* Notes in red indicate amendments to the PEC Educational Project as September 22, 2020 (Gov. Board Meeting)



## *Ped Consultant's Report for Governing Board*

*Thursday, March 23, 2023*

### **C.S program:**

New program implementation year 2024:

- The Learning Assessment Framework Guide for the new program was presented on March 15, 2023, by TREAQ.
- These documents will be finalized and published by the end of April (tentatively).
- Developing course outlines for the new program's twenty-two competencies.
- Awaiting release of the official English version of the new program.

### **IDD program:**

- Working with the department to revise some of the standardized BIM exams, either to reduce the examination length and/or streamline the invigilation process itself.

### **Electricity program:**

- Working with teachers to create starter curriculum packages for the more complex competencies.

### **Telecom program:**

- No updates regarding the new program.

Submitted by: Joanne Aubry